End-of-Course Exams

End-of-Course Assessments

- Field tests begin in 2007-2008.
- Field tests are mandatory for all districts.
- 2008-2009 is the mandatory testing year for Algebra I, English II, and Biology.
- 2009-2010, Algebra II, Integrated Mathematics II and III, English I, Government, and American History will be added.
- Students taking Algebra I in the 8th grade will take BOTH the MAP and Algebra I end-of-course exams.
- Students will be required to take Algebra I; English II; Biology; and American History AND one additional EOC in each content area.

Banking

- Only an NCLB issue
  - Method must be approved by ED
- APR/MSIP uses district-level data
  - Algebra I, English II, Biology, and *American Government
  - Additional EOCs used in bonus provision
  - Building-level APRs are not used for decision-making purposes
    - Standards with no data are not evaluated

District-Level MSIP Standards

2008

9.1.1	MAP Communication Arts -Grades 3-5
9.1.2	MAP Math – Grades 3-5
9.1.3	MAP Communication Arts – Grades 6-8
9.1.4	MAP Math – Grades 6-8
9.1.5	MAP Communication Arts – Grades 9-12
9.1.6	MAP Math – Grades 9-12

2009

9.1.1	MAP Communication Arts -Grades 3-5
9.1.2	MAP Math – Grades 3-5
9.1.3	MAP Communication Arts – Grades 6-8
9.1.4	MAP Math – Grades 6-8
9.1.7	EOC English II (Grades 6-12)
9.1.8	EOC Algebra I (Grades 6-12)

Science/Social Studies

District APR

2009

Biology and American Government will be bonus provisions initially, but Biology may become an MSIP standard in 5th cycle. (Science 3-5, 6-8 and Biology)

Voluntary Science and Social Studies data will not be used.

To Bank or Not to Bank?

- Student scores are not reported in the building in which instruction occurred – how does instruction change?
- Schools are held accountable for students to whom they did not provide instruction
- Schools are held accountable for data up to four years old – not “REAL TIME”
- Difficult to identify or measure growth/improvement

Banking Scenario

EXAMPLE: 6-8 Middle School
9-12 High School

APR Year	2009 6-12 Assessed	2010 6-12 Assessed	2011 6-12 Assessed	2012 6-12 Assessed
2009	9-12			
2010	8 +	9-12		
2011	7 +	8 +	9-12	
2012	6 +	7 +	8+	9-12

Banking Scenario

APR Year	2009 6-12 Assessed	2010 6-12 Assessed	2011 6-12 Assessed	2012 6-12 Assessed	% Prof
2012	6 +	7 +	8+	9-12	43%
N / % Proficient	20/20%	3/3%	17/17%	3/3%	43/100 43%
N / % Proficient	3/3%	2/2%	3/3%	35/35%	43/100 43%

Option #1

- Use Algebra I for AYP
- Count the scores where the student takes the assessment

District-Level AYP

2008	2009
MAP Communication Arts -Grades 3-8 + Grade 11	MAP Communication Arts -Grades 3-8 + EOC English II
MAP Math – Grades 3-8 + Grade 10	MAP Math – Grades 3-8 + EOC Algebra I Grades 6-12

Building AYP

- 3-5 Elementary Building

  3-5 Math
- 6-8 Middle School Building

  6-8 Math +

  6-8 Algebra I
- 9-12 High School Building

  9-12 Algebra I

Building:
Example Middle School (6-8) AYP

6-8 Math MAP Scores

+

<u>6-8 Algebra I Scores</u>

Counted in % Proficient

**Both scores for students who take 6-8 Math and Algebra I will be included at the building level and the district level.

Building:
Example High School (9-12) AYP

Algebra I 9-12

Algebra I will be used for Math achievement.

Only those students taking a course meeting Algebra I CLEs who are enrolled in the 9-12 building will be counted for AYP purposes.

Building:
Example 9th Grade Center AYP

6-8 Building

6-8 Math MAP Scores

+

6-8 Algebra I Scores

% Proficient

9th Grade Building

9th Grade Algebra I Scores

No Communication Arts unless English is taken in 9th Grade

**Currently 9th grade building would be identified for SI based upon AYP status of 10-12 building if no students were assessed. (Feeder school.)

10-12 Building

Algebra I Scores of 10-12th Grade Students

English II Scores of 10-12th Grade Students

**If students don't meet cell size requirements or no students take Algebra I EOC at 10-12 Building, 10-12 building is only accountable for English II EOC for AYP purposes

Pros/Cons with Option #1

- Accountability where instruction occurred
- Real time data
- Middle schools benefit from two scores of higher performing students (more middle schools receive Title I funds than high schools)
- High schools don’t receive a Math score for higher performing students who took Algebra I prior to high school

Option #2

- Students are required to take Algebra I + one additional Math EOC (regardless of which assessments are used for accountability). IEP exceptions may exist
- If a student takes Algebra I prior to high school, the Algebra I score will be counted in the building in which the student was assessed and the student's second Math EOC will be used at the high school

Math MAP/Math EOC

District AYP

2009

3-5 Math

6-8 Math + Algebra I (perhaps bonus)

Math EOCs (Algebra I, Algebra II, Geometry, Integrated Math II/III)

Building AYP

- 3-5 Elementary Building
  3-5 Math
  3-5 Communication Arts
- 6-8 Middle School Building
  6-8 Math ±
  6-8 Algebra I* USED
- High School Building
  Algebra I + Algebra II + Geometry + Integrated Math II + Integrated Math III (for grades assessed)

Building:
Example High School (9-12) AYP

Algebra I 9-12
+
Algebra II 9-12
+
Geometry 9-12
+
Integrated Math II
+
Integrated Math III 9-12

Only one EOC score will count for a student at the high school. If Algebra I is taken prior to high school, the first Math EOC taken at the high school will be used for AYP accountability at the high school.

For example: If a student takes Algebra I in 9th grade and Algebra II in 10th grade, only the Algebra I score will be included for accountability purposes.

If a student takes Algebra I in 8th grade and Geometry in 10th grade, the Algebra I score will count in the middle school and the Geometry score will count in the high school.

Building:
Example 9th Grade Center AYP

6-8 Building

6-8 Math MAP Scores

+

6-8 Algebra I Scores

% Proficient

9th Grade Building

9th Grade Math EOC Scores

No Communication Arts unless English is taken in 9th Grade

**Currently 9th grade building would be identified for SI based upon AYP status of 10-12 building if no students were assessed. (Feeder school.)

10-12 Building

Math EOC Scores of 10-12th Grade Students

English II Scores of 10-12th Grade Students

**If students don't meet cell size requirements or no students take Algebra I EOC at 10-12 Building, 10-12 building is only accountable for English II EOC for AYP purposes

Growth Model

- Proposal due to ED February 15
- 2014 - 100% proficiency target remains
- Adds a method to include students who meeting individual growth targets as “on track to be proficient”

Growth Model

- Participation Rate
- AYP Target
- No Confidence Interval
- Additional Indicator
- Safe Harbor
- GROWTH

Growth

- Determine a period of time for a student to become proficient (i.e. 4 years)
- Calculate the proficiency cut score a student needs to have in 4 years to be proficient (6^{th} grade Math=712)
- Compare the difference between the current scale score and the target scale score (3^{rd} grade Math=650) (712-650=62)
- Divide the difference over 4 years (62/4=15.5)
- The student must improve 15.5 scale score points per year in order to be “on track to be proficient”

Growth

- Students who are determined to be “on track to be proficient” are added to the percent of students “proficient” to determine if AYP is met.